

# Lincoln Hills / Copper Lake School

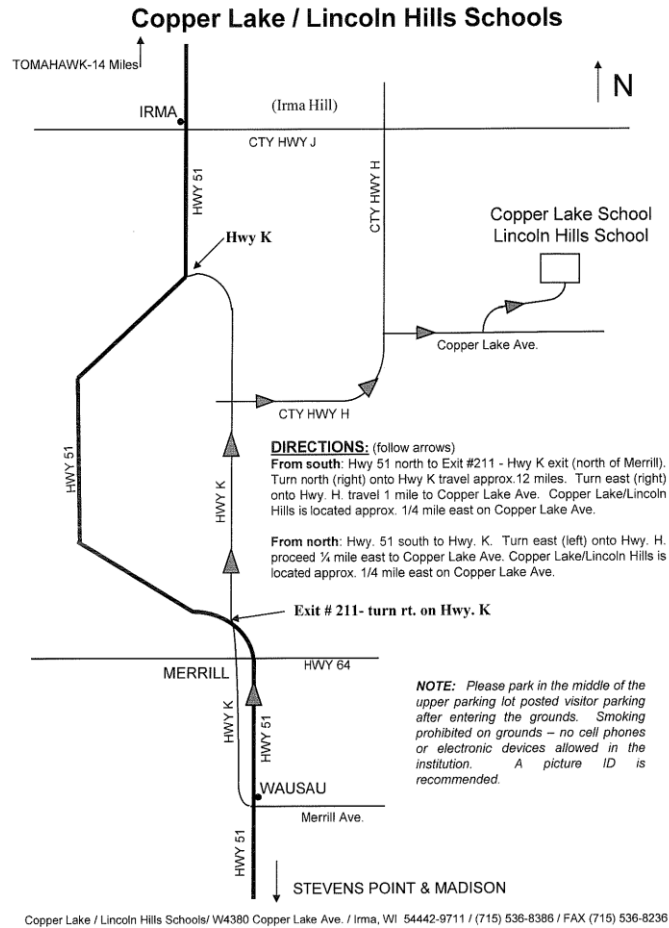
## Internship in Professional Psychology

2015-2016



State of Wisconsin  
Department of Corrections  
Division of Juvenile Corrections  
Irma, Wisconsin

*APA Accredited  
Member of APPIC*



Lincoln Hills School (LHS) and Copper Lake School (CLS) are located in Irma, Wisconsin and are in Lincoln County, approximately 30 miles north of the city of Wausau and approximately a three hour drive north of Madison.

## Facility

Lincoln Hills School (LHS) for boys and Copper Lake School (CLS) for girls are the two juvenile correctional institutions in the State of Wisconsin. Both schools are co-located, but separate, on over 800 acres in Irma, WI and are administered through the Department of Corrections (DOC), Division of Juvenile Corrections (DJC). Both CLS and LHS are charged with the responsibility of providing public safety, holding youth responsible for their behaviors, and offering them opportunities to build competencies. LHS was constructed in 1970 and CLS was constructed in 2011 when a consolidation of Wisconsin juvenile facilities took place. During consolidation, Southern Oaks Girls School, where juvenile females had been placed prior to the opening of CLS, was closed along with Ethan Allen School (EAS), for boys, where this internship program had previously operated. Both youth populations were transferred to LHS and CLS in the summer of 2011.



## **The Residents**

There is no typical resident of Lincoln Hills/Copper Lake School. However, the vast majority of the youth have been committed from a county juvenile court after being adjudicated delinquent and in need of secure care for an offense that if committed by an adult would have resulted in a sentence of 6-months or longer. A very small number of youth have been placed at the facility after having been sentenced in adult court for a serious felony offense. These youth are allowed to start their adult sentences at the juvenile facility due to their young age. All youth at LHS/CLS are aged ten to twenty-five years with the vast majority being between the ages of fifteen and eighteen.

There are approximately seven different types of commitments to Lincoln Hills/Copper Lake School. The most common is a one to two year commitment from a Wisconsin juvenile court. The second most common is the regular Serious Juvenile Offender commitment of five years duration, a maximum of three years of which can be served in a secure facility. There is also another Serious Juvenile Offender commitment, typically for homicide, which can be up to the age of twenty-five. Another type is an adult commitment of a youth who is sent to begin his/her sentence here at LHS/CLS due to his/her young age. LHS/CLS is also used to sanction youth from other designated facilities and programs



within the state. Some counties also use LHS/CLS as their secure detention facility to hold youth for brief periods of time.

The majority of youth placed at LHS/CLS are from minority groups including African-American, Latino, Asian-American, and Native Americans. In addition, a majority of the youth are sent here from the more heavily populated counties of the state, particularly from those in the southeastern part of the state (including the counties of Milwaukee, Racine, Kenosha, Rock, and Dane). But there are also youth from rural areas and small towns throughout the state. Because LHS/CLS has residents from all over the State of Wisconsin, it offers a very diverse population for the internship experience. Most youth have long histories of delinquency, and the vast majority perpetrated offenses that involve weapons or offenses against a person, including first degree intentional homicide, first degree sexual assault, assault, battery, armed robbery, and other offenses. There are also youth with significant behavioral problems who have less severe histories of delinquency. Approximately half of the youth have received mental health services previously, and many of these have experienced inpatient hospitalization for psychological problems in the past. Most youth at Lincoln Hills/Copper Lake have obtained very few high school credits in the community; the average is less than two credits. Most youth had not been attending school regularly in their communities. Most youth have also previously been placed in exceptional education programs. While the census fluctuates, since the time of the consolidation the population has averaged around 250 boys at LHS and 25 girls at CLS.



*Ariel View of Copper Lake/Lincoln Hills Schools 2011*

## **Faculty and Staff**

There is a strong commitment on the part of administrative staff of LHS/CLS, the Division of Juvenile Corrections, and the Department of Corrections to working with juvenile offenders, to psychology, and to the internship. About two hundred people work at LHS/CLS; including about thirty faculty and staff within the school program, nearly twenty social workers, a Health Services Unit comprised of nurses and part-time providers including physicians, nurse practitioners, psychiatrists, and a dentist. The Psychological Services Unit is comprised of four full-time doctoral level licensed psychologists, two full-time Psychological Associate (psychology staff who have completed all required coursework from APA approved graduate school programs and an APA approved internship program, but are not yet licensed as psychologists), four full-time psychology interns, and one Office Operations Associate. Additionally, there are numerous youth counselors, food services workers, security personnel, a chaplain, and administrators. The commitment to equal opportunity has resulted in a diverse staff and faculty.

## **Youth Programs**

### **Reception and Orientation Program**

Presently, Rogers Living Unit is the first, or reception, residence for all newly admitted boys who are placed at LHS—newly admitted girls are placed in the King Living Unit of CLS. During reception and orientation, youth are assessed and evaluated by program staff. The results of a comprehensive interview of each youth, testing, observation, and a review of his/her history are utilized to generate a report which outlines his/her treatment or program needs and guides his/her placement onto a particular living unit and into specific treatment programming tracks. Medical, dental, educational, and vocational assessments are also performed at this time, along with a preliminary mental health screening by Psychological Services staff.

In 2012, a new risk-needs assessment tool, called COMPAS, was implemented to further assist in the identification of treatment needs and to differentiate varying levels of recidivism risk. COMPAS incorporates a theory-based approach to assessment designed to incorporate key scales from several of the most important theoretical explanations of crime and delinquency including; Social Bonding and Control Theory, Strain Theory, General Theory of Crime, Criminal Opportunity/Lifestyle Theories, Moffitt's taxonomy of juvenile offenders and Bandura's cognitive model of moral development. Extensive measurements assess the key areas of family, school, and peer contexts, in addition to individual personality and cognitive characteristics of youth. It also incorporates a "strengths perspective," attempting to identify currently present or potential strengths that may be accessed and/or enhanced to further protect the high-risk youth from further progression into serious delinquency.

## **Substance Use Disorders (SUD) or AODA Program Rotation**

This is a sixteen-week, closed ended program designed to provide a safe, secure, and supportive environment for delinquent adolescent males to effectively address their identified substance abuse issues as well as other individual goals. Through a primarily education-based model (Seeking Safety), adolescents are provided the opportunity to make positive lifestyle changes and to be better prepared to lead a life free of crime and chemical abuse. Areas of emphasis include self-assessment, group awareness, alcohol and drug educational awareness, relapse prevention, responsible thinking, and advanced therapeutic skills for internalizing and applying concepts. Trauma Informed Care (TIC) is also emphasized in this program. Family nights are offered periodically, and family and individual psychotherapy are conducted on a regular basis.

## **Sex Offender Treatment Program**

The Sex Offender Treatment Program (SOTP) for males is housed in Addams Living Unit. It is designed to work with male youth committed to LHS for serious sexual assaults. The program works with perpetrators of sexual assault against children and against adults. The program includes many youth for whom sexual assault is but one offense in a long and varied history of delinquency. Currently, the SOTP utilizes a three part program: beginning with Juvenile Cognitive Interventions Program (JCIP), which develops a number of cognitive skills. Following JCIP is Core, which deals with the sexual misconduct, applying what they learned in JCIP. Finally, youth participate in the Victim Impact Program (VIP) which is designed to help youth see the impact that their crime has on other people.

There is not a dedicated treatment program for female youth with sex offense charges, since there are so few of these youth placed at CLS at any given point in time, and there is no professional consensus regarding an appropriate group treatment approach for juvenile females with sex offense histories. Subsequently, these issues are addressed as a part of individual psychotherapy sessions for these youth.

Youth committed for applicable sexual offenses are reviewed prior to release to determine if they meet the criteria for an involuntary commitment under Chapter 980 of the Wisconsin State Statutes. This law provides for involuntary commitment of sex offenders who have a mental disorder that predisposes them toward future acts of sexual violence. Psychologists and interns assigned to the SOTP are actively involved in the decision-making process regarding which youth are appropriate for referral under the provisions of Chapter 980.

## **Mental Health Treatment Programs**

Anyone working in a juvenile correctional facility will soon recognize that many youth appear to have mental health needs that far outpace their needs as juvenile delinquents.

Additionally, many youth have such severe behavior problems that they are unable to stabilize long enough to participate in and benefit from traditional types of intervention.

For male youth, we have access to 29 intensive mental health treatment beds (used exclusively by youth transferred from LHS) at the Mendota Juvenile Treatment Center (MJTC). MJTC is a hybrid correctional/mental health program operated by the Wisconsin Department of Health Services on the grounds of Mendota Mental Health Institution in Madison, Wisconsin. If male youth admitted to LHS exhibit mental health issues which seem too extreme for management/treatment at LHS, or which make them unable to be successful in regular treatment programming at LHS, psychological staff at LHS can have the youth transferred to MJTC for more intensive mental health treatment.

For female youth who are admitted to CLS with pronounced mental health issues, there is an Intensive Treatment Program offered within the Wells living unit of CLS. The ITP program provides intensive mental health services roughly comparable to those offered to the male youth who are placed at MJTC.

### **Female Treatment Programs**

There are two living units for the female youth at CLS. These units have continued many of the treatment approaches previously utilized at Southern Oaks Girls School, which incorporate gender-responsive, evidence-based, and trauma-informed principles. Examples of the programs offered include Dialectical Behavioral Therapy (DBT), Juvenile Cognitive Intervention Program (JCIP), Aggression Replacement Therapy (ART), and TRIAD group for girls, and others.

The King living unit is subdivided into two sections, one of which serves as a reception area for newly admitted youth, and one which is utilized as a general population housing unit. The Wells living unit is also subdivided into two sections, one of which houses the Intensive (mental health) Treatment Unit (ITP), and one which is utilized for short-term security placements for female youth who act-out within the facility and for sanction or secure detention placements for female youth from outside facilities/programs.

### **Overview of Living Unit Programs**

Below is a listing of all the LHS/CLS living units, along with their primary treatment program affiliations:

LHS currently has 8 operational living units for boys:

- Addams: Houses the Sex Offender Treatment Program.
- Black Elk: Offers specialized programming targeted for older youth, particularly those who have already completed their high school education.
- Douglass: Offers cognitive-behavioral treatment approaches to address criminal thinking patterns via involvement in the Juvenile Cognitive Intervention Program (JCIP) and/or the Victim Impact Program, and/or to address anger

management/aggression control issues via involvement in Aggression Replacement Training (ART).

- DuBois: Focuses on substance use (SUD/AODA) treatment issues and Trauma Informed Care (TIC).
- Miller: Offers cognitive-behavioral treatment approaches to address criminal thinking patterns via involvement in the Juvenile Cognitive Intervention Program (JCIP) and/or the Victim Impact Program (VIP), and/or to address anger management/aggression control issues via involvement in Aggression Replacement Training (ART).
- Rogers: Doubles as the Reception/Intake Unit, and the home of the PRIDE program, a unique short-term program, targeted toward lower-risk offenders, which helps youth identify and further develop their own strengths, via programming focused upon “the 40 developmental assets.” The program emphasizes education, leadership, team building, and community service.
- Roosevelt: Utilized for short-term security placements for youth who act-out within the facility and for sanction or secure detention placements from outside facilities/programs.
- Krueger: Utilized for security placements for youth who act-out within the facility. Krueger is used for youth needing a greater level of security compared to youth placed in Roosevelt security.

CLS currently has 2 operational living units for girls:

- King: Doubles as the Reception Unit and as a general population unit.
- Wells: Doubles as an Intensive (Mental Health) Treatment Unit, for girls identified as having greater levels of mental health disturbance, and as a short-term security placement unit for female youth who act-out within the facility and for sanction or secure detention placements from outside facilities/programs.

There are numerous other programs at LHS/CLS. These include religious opportunities and programming, cultural awareness programs, foster grandparents, experiential recreational activities (e.g., high and low ropes courses), etc.

### **Education Programs**

Lincoln Hills School and Copper Lake School include a comprehensive educational program that offers regular junior and senior high school diplomas, as well as a comprehensive High School Equivalency Diploma.

### **Academic Programs**

Lincoln Hills/Copper Lake School offers classes in all of the traditional areas, including Social Studies, English, Science, Physical Education, and Mathematics. LHS/CLS has exceptional education programs for residents with Emotional Disturbance, Learning Disabilities, Developmental Disabilities, Speech and Language Disabilities, and other handicapping impairments. Complete Multidisciplinary Team assessments are in



compliance with Public Law 94-142 and Wisconsin law. There is currently one school psychologist position in the exceptional education program. The school psychologist consults with Psychological Services interns and staff regarding psychological and educational assessment, as well as providing expertise pertaining to the needs and placement of exceptional education students.

### **Technical Education**

Historically, a wide range of technical education programs have been offered to LHS/CLS youth, including training in Graphic Arts, Culinary Arts, Welding, Woodworking, Health, and Construction. A limited number of these programs remain operational at the present time, due to past budget cuts. Presently we are in the process of restarting some of these programs including Welding and Construction. Youth also have access to programs which assist them in career development and in the development of independent living and family-related skills. The Education Strategic Plan (ESP) Program includes classes and programs that facilitate independent and/or vocational living skills.

The vocational education program also involves work experiences in food service, business, grounds keeping, barbering, and laundry. A significant number of youth work at LHS/CLS for modest salaries.

### **Other Educational Programs**

Environmental education, parenting education, and a variety of other specialized educational programs are made available to the youth. The education department also offers recreational sports activities in a wide range of areas, which even includes an interscholastic sports program in basketball (where the LHS basketball team competes against the high school teams of several nearby communities). Also emphasized is the Positive Behavior Intervention and Supports (PBIS) model. PBIS is a systematic approach to encourage proactive and school-wide behaviors based on a Response To Intervention (RTI) model.

## **The Internship in Professional Psychology**

### **History and Philosophy of the Internship**

The LHS/CLS Internship in Professional Psychology is an extension of the professional psychology internship program which began in September 1991 at Ethan Allen School, in Wales, Wisconsin. This internship became a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) in 1992. The EAS Psychological Services internship was granted accreditation by the American Psychological Association (APA) effective June 27, 1995.

When it was announced on March 1, 2011, that two of the three juvenile correctional facilities in Wisconsin (including Ethan Allen School) would be closed a plan was put together for relocating the internship program from EAS to LHS/CLS. This plan was

approved in April of 2011 by the Executive Committee of the APA Commission on Accreditation.

During the past 10-15 years, the population at juvenile institutions has become increasingly diverse, particularly in regards to the age of offenders and length of commitment for offenses. LHS/CLS continues to work primarily with juveniles, but young adults are also now committed here. Some juveniles and young adults are receiving longer sentences than in the past, partly due to the increase in violent crimes within this age group. The need for effective mental health services in this changing context is great. LHS/CLS and the Wisconsin Division of Juvenile Corrections are committed to meeting that need. The development of the EAS internship program and the continuation of the internship at LHS/CLS reflect that commitment.

The Psychological Services Unit is dedicated to the use of psychology for the improvement in the lives of others, especially those of troubled juveniles and young adults. We hold an expansive rather than exclusive perspective when considering which residents we should work with and what our work should encompass. We firmly believe that delinquents and criminals can be helped and changed in a positive manner by the appropriate psychological interventions of skilled clinicians.

The purpose of the internship in professional psychology is to stimulate interest in treating adolescents and young adults who have significant psychological or behavioral problems and to train psychologists to be effective in working with them. This includes individuals with severe or chronic psychological issues and disorders. Given the broad range of concerns and symptoms presented to clinicians by LHS/CLS residents, the clinical learning experiences and supervisory input received by interns should increase their ability and confidence in treating mild, moderate, and serious psychological problems and disorders in adolescents and others. It is a goal of the internship to help developing psychologists gain an appreciation for the rewards of working with a diverse and challenging population.

The internship provides an opportunity to treat a population that has not generally been available to psychology interns in the past. Within the standard rotations for interns at LHS/CLS, this includes treating delinquent girls and young women, youth who have committed sexual offenses, youth with serious substance abuse difficulties, and youth presenting with various combinations of delinquent behavior and co-occurring mental health disorders. At LHS/CLS, interns can expect to be challenged to further develop their skills as psychologists and to learn new skills. The internship works toward challenging interns while providing the necessary supervision and support to help them be successful. In addition to the development of the ability to effectively practice as psychologists, interns must learn about a setting and system with which they are generally unfamiliar.

The Psychological Services Unit strives to provide interns with a learning experience which will help them to become confident and successful practitioners in the professional practice of psychology - practitioners with a firm sense of ethical and psychological principles. Upon completion of the internship, it is expected that interns will be ready to commence careers in private practice, corrections, other public service agencies, managed health care

organizations, or academia. Regardless of their career choices, it is hoped that interns will take with them from LHS/CLS a commitment to social justice and a willingness to strengthen their community by giving of themselves to others.

All states regulate the practice of psychology. In Wisconsin, a year of postdoctoral supervision is required for licensure. We recommend that individuals look to the pre-doctoral and postdoctoral training as an ongoing process of developing skills in areas of interest. As different states have different expectations for licensure, it is important for the applicant to have a good understanding of the expectations of the state in which they plan to practice. These expectations can vary from state to state, and some are exclusive to one particular state. We are willing to review these criteria with applicants if they have any concerns.

### **Psychology Internship Staff**

The psychologists of the LHS/CLS Psychological Services Unit received their doctoral degrees in either Counseling Psychology or Clinical Psychology. During the internship year at LHS/CLS, interns can expect to be supervised by psychologists from each of these specializations. This is an internship in the practice of professional psychology. It is not designed for any one specialization within psychology. Supervision by psychologists from varied specializations is considered by us to be the strength of the program. Prospective interns should, however, consider whether this supervisory configuration meets their own professional needs (e.g., perhaps this may not be an ideal supervisory arrangement for an intern specializing in the practice of school psychology, since none of the current supervisors have this particular specialization). They should consult with the training directors of their academic institutions if they have concerns about receiving adequate professional modeling in their own chosen area of specialization. All internship supervisors are licensed as psychologists in the state of Wisconsin.

### **Internship Staff**

#### **Primary Supervisors**

- **Vincent Ramos, Ph.D.**, Chief Psychologist, Lincoln Hills School, School Psychology, Texas A & M, 1993.
- **Wilson F. Fowle, III, Psy.D.**, Director of Psychology Training, Interim, Licensed Staff Psychologist, Lincoln Hills School, Clinical Psychology, Wisconsin School of Professional Psychology, 1988.
- **D. Jeremy John, Ph.D.**, Licensed Staff Psychologist, Lincoln Hills School, Clinical Psychology, Illinois Institute of Technology, 1999.
- **Cynthia Bainbridge, Ph.D.**, Licensed Staff Psychologist, Lincoln Hills School, School Psychology, University of Georgia, 1999.

### **Psychological Associates**

- **Cassandra Jennings, Psy.D.**, Psychological Associate, Clinical Psychology, Chicago School of Professional Psychology, 2014.
- **Vacant Position.** In the process of being filled.

### **Affiliated Staff**

- **Caroline Palmer, M.D.**, Psychiatrist (Board Certified), Medical College of WI, 2006. (Dr. Palmer provides tele-psychiatry consultation to LHS youth one day per week.)
- **Juan Fernandez, M.D.**, Psychiatrist (Board Certified), Universidad Cetec, 1982. (Dr. Fernandez provides on-site psychiatric consultation to LHS youth one day per week.)
- **Gabriella Hangiandreou, M.D.**, Psychiatrist (Board Certified), University of Wisconsin Medical School, 1993. (Dr. Hangiandreou provides on-site psychiatric consultation to CLS youth one day per week.)

### **Intern Activities**

The interns at LHS/CLS provide individual, group, and family psychotherapy. They also provide consultation to staff and LHS/CLS living unit programs. They complete formal and informal psychological evaluations, provide testimony to the Office of Juvenile Offender Review (the juvenile equivalent of a parole board), and occasionally they may be required to testify in court. Crisis assessment and intervention is a major component of the internship. Interns are regularly engaged in risk assessment for suicidality and dangerousness to others.

Interns are expected to be proficient in a wide range of psychological assessment techniques at the beginning of the internship year. This includes personality assessment, behavioral assessment, and cognitive assessment. During the internship year, they further develop and advance their skills in this area. All interns must complete at least eight formal integrative psychological assessment and evaluation reports. Interns are presented with opportunities to learn more about court testimony, the psychologist as expert witness, and how to provide useful professional testimony at parole and judicial review hearings. Interns become familiar with the Sexual Predator Law of the State of Wisconsin and the Mental Health Statutes as they relate to appropriate treatment, confidentiality, and involuntary commitment.

The tele-psychiatry program at LHS/CLS provides interns with the opportunity to interact on a regular basis with psychiatric and nursing staff regarding the psychiatric medication needs of youth at the institution. These same opportunities are also available in relation to interactions with the psychiatrist who provides on-site psychiatric services one day per week to LHS youth.

The variety of clinical problems and concerns presented by LHS/CLS residents is extensive. These include adjustment and mood disorders, family problems and conflict, relationship concerns, chemical abuse and dependency, anger management issues, anxiety disorders, neuropsychological disorders, sexual paraphilias, hyperactivity, character disorders, and at times psychoses. Interns are expected to become increasingly skilled in treating such problems and disorders within individual, group, and family therapy.

Interns provide consultation services to non-clinical LHS/CLS staff regarding residents and programs. They attend selected treatment team meetings in the offenders' living units and may be asked to provide a presentation on relevant clinical issues to non-clinical living unit staff.

## **Supervision**

The LHS/CLS Psychological Services Unit is committed to productive and effective supervision of interns. This is underscored by organization membership and accreditation obtained for this internship program. The LHS/CLS Psychological Services Internship in professional psychology is accredited by the American Psychological Association and is a listed member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This internship meets or surpasses all requirements for a pre-doctoral internship, including supervisory expectations, as articulated by those organizations. It also meets or surpasses the pre-doctoral internship requirements for licensure in psychology as set forth by the state of Wisconsin. This internship meets the pre-doctoral requirements for entry into the listing of the National Register of Health Service Providers in Psychology.

Interns meet individually with supervisors for two, or more, hours of individual supervision per week. There are also two hours of group supervision for interns every week. Additional informal supervision is provided within specific rotations as requested or needed. Interns' offices are in close proximity to those of the supervisors, and timely, informal supervisory consultations are frequent and welcome. Interns can swiftly obtain help from supervisors about client concerns or other issues that need immediate attention.

Psychology interns are able to interact regularly with psychiatric staff. Interns are welcome to consult with the psychiatrist whenever necessary. Interns are taught to screen youth referred for psychiatric services and to assist the psychiatrist in diagnosing and treating youth referred to them.

## **Training**

The LHS/CLS Psychological Services Unit, the Wisconsin Department of Corrections, and the Mendota Mental Health Institute (all three with APA Accredited Internships) provide presentations and training seminars for our interns on topics which are relevant to the internship and to treating adolescents, older offenders, and non-correctional populations. Past training programs have included seminars on assessment of suicide and dangerousness, diagnosis and treatment of attention deficit hyperactivity disorders, psychotherapy with

delinquents, cognitive approaches to psychotherapy, forensic psychology, and treatment of sex offenders, psychopaths, supervision, and many other pertinent topics.

## **Internship Goals**

There are two sets of year-long training goals for the internship:

1. Throughout the internship year, interns are expected to further develop their psychological evaluation and report writing skills, including the completion of 8-12 integrated psychological reports. The exact number of required reports for each intern will be determined by the Training Director during the course of the internship, in accordance with demonstrated expertise and individual training needs of each intern.
2. Additionally, throughout the internship year, interns are expected to maintain a caseload of relatively long-term individual therapy clients. The size of an individual intern's caseload will be individually determined (in consultation between the intern, the intern's current rotation supervisor, and the Training Director) to best fit the intern's individual training needs. Generally, interns maintain a total caseload of approximately 15 individual therapy clients, although this may need to be reduced during periods when the intern is involved in a number of group therapy activities, when they are putting greater emphasis on completion of psychological assessments, etc. Some clients will be switched out at the end of each internship rotation, but some (roughly half) will be maintained across rotations, to provide a longer-term therapy experience.

Beyond the full-year expectations outlined above, interns can rotate in up to four standard rotations offered as a part of the internship program:

- Sex Offender Treatment Rotation
- Substance Use Disorders (SUD/AODA) Rotation
- Reception/Triage Rotation
- Girls Treatment Rotation

There can be some flexibility in regard to the movement through the four rotations to accommodate differences in individual intern areas of interest and differences in specific training needs. For example, the above rotations may be combined and/or other internship rotations can be developed to meet specific intern areas of interest and/or training needs, including involvement in the Juvenile Cognitive Intervention Program (JCIP), the PRIDE program, participation in program development and/or program evaluation activities, involvement in IEP's and other school psychologist activities, etc. Deviations from the standard four rotations are individually arranged between the intern, the Training Director, and other involved rotation supervisors.

## **Reception/Triage Rotation**

This internship rotation focuses primarily upon evaluation/triage issues of the youth sent to LHS, particularly during their first days/weeks at the facility. The role of the intern in this rotation includes assessment, screening to identify residents who need further psychological



services, consultation with unit staff, crisis assessment of suicide potential and dangerousness to others, and appropriate clinical and/or systemic interventions for crises and emergencies. The intern must help determine, with her/his supervisor, what precautions need to be taken and what follow-up services need to be provided. The intern helps orient youth to psychological and psychiatric services and helps to determine which offenders are appropriate to refer for psychiatric consultation or intervention. This includes new placements as well as returnees, e.g., youth returned for violation of programming in community placements.

### **Sex Offender Treatment Rotation**

Involvement in individual psychotherapy, family therapy, and group therapy with youth in the SOTP is a standard part of this rotation. The intern will develop awareness and knowledge of issues in the psychological treatment of sex offenders, advance group and individual psychotherapy skills, participate in a team approach for treating and managing youth adjudicated with a sexual offense (along with, often, other criminal acting out behaviors), and gain knowledge of the Wisconsin Sexually Violent Persons Act.

### **Substance Use Disorders (AODA) Rotation**

This rotation includes the provision of individual and group therapy services to youth with chemical dependency issues. It parallels intense outpatient treatment for chemically dependent adolescents. The intern co-leads group sessions that are an integral part of the treatment program for these residents. The intern will enhance his or her knowledge regarding drug awareness and treatment of adolescents who have significant problems with drug and alcohol abuse and dependency. This rotation complements other activities of the intern within the institution as a dual diagnosis involving chemical abuse/dependency is more and more common for LHS/CLS residents.

### **Girls Treatment Program Rotation**

This rotation includes the provision of individual, group, and family therapy services to female youth placed at Copper Lake School. The rotation also includes involvement with clients placed within the Intensive (mental health) Treatment Program, which provides comprehensive mental health services for the most severely disturbed subset of the CLS population. Interns will be involved in the interdisciplinary treatment team process within CLS, will maintain a caseload of adolescent female clients, will conduct psychological evaluations of adolescent female clients, and will have the opportunity to participate in a variety of group treatment approaches (e.g., Juvenile Cognitive Intervention Program (JCIP), Aggression Replacement Therapy (ART), Dialectical Behavioral Therapy (DBT) Program, Triad group for girls, etc.). The intern can expect to gain a better understanding of the unique characteristics of juvenile females presenting with serious delinquency concerns (generally also coupled with prominent mental health issues), and exposure to a variety of treatment approaches for working with this population.

## **Research**

All research must be approved in advance by LHS/CLS, the Division of Juvenile Corrections, and the Department of Corrections. Due to the myriad of ethical, legal, and other issues related to research in juvenile corrections, anyone interested in pursuing a research project is best served by consulting with the Chief Psychologist at the initial stages of the research project. This allows one to receive feedback as to the viability of the proposed project prior to putting a significant amount of effort into its development.

Interns are allowed at times to complete their doctoral dissertation research at LHS/CLS. Those who are interested are provided help in determining what research might be accomplished at LHS/CLS. Flexible scheduling is also provided when necessary to help those who need to utilize libraries or perform other important activities in order to complete their doctoral research.

In the past four years (while the internship still operated at EAS), eight interns engaged in research at EAS as a major part of their doctoral dissertation projects. Four interns have worked closely with EAS staff in developing a project for their dissertation. Most of the research completed in collaboration with EAS staff has been or will be published. Proposed research projects, including those of interns, have not always been approved.

Interns with a goal of teaching and doing research are encouraged to apply to this internship. There is a dearth of valuable research on the effectiveness of treatment and intervention with this population. This is disconcerting in consideration of the high numbers of individuals who are incarcerated in the United States. The potential for useful psychological research in this area is extraordinary.

## **Stipend**

All interns receive a stipend of approximately 30K per year. There are no medical or dental benefits. Interns are expected to be off work for 9 state holidays (listed below), and may take up to two weeks of additional vacation/sick leave, although they cannot be paid for the time off work. Interns may be provided leave with pay for approved training activities.

Wisconsin state holidays, which are (unpaid) days off for interns:

- New Year's Day (January 1)
- Martin Luther King Jr.'s Birthday (Third Monday in January)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Thanksgiving Day (Fourth Thursday in November)

- Christmas Eve Day (December 24)
- Christmas Day (December 25)
- New Year's Eve Day (December 31)

## **Outside Employment**

Interns are not allowed to participate in any other outside professional activities without first being granted permission. Psychological Consultation or other Psychological Services for a fee will not be allowed, including that under the supervision of a psychologist not affiliated with the training program. This position is taken to reduce the potential for liability and to keep clear the role of the intern within the internship program. Services for training or teaching, and other work, will be considered on an individual basis.

## **Safety**

While there are many youth placed here who are dangerous, there are also significant security measures in place to reduce the risk of being harmed. As this is a secure facility, the issue of safety does come up as a concern to some applicants. Personal safety has never been a significant problem for interns. It is, however, very important for all staff to strictly follow security precautions and procedures. Interns are thoroughly oriented in these areas and are not at a high risk of being injured if they follow them carefully and consistently. Being complacent regarding security issues presents the most significant risk for interns. LHS/CLS bans cell phones, pagers, and smoking material. A more comprehensive list of banned items is available. If someone has questions about other issues related to security or safety, feel free to contact the Training Director.

## **Background Checks**

Interns are Limited Term Employees of the state of Wisconsin. As such they are all subjected to comprehensive criminal background checks prior to a final offer of hire. Anyone with concerns about this should consult with the Director of Psychology Training for further information or clarification.

## **Residency Requirement**

All interns must become residents of the state of Wisconsin for the duration of the internship. Maintaining residence or moving to Wisconsin fulfills this requirement. All intern applicants must be citizens of the United States.

## **Application**

Application is generally restricted to students from doctoral programs accredited by the American Psychological Association (APA) in Counseling, School, or Clinical Psychology. All applications to our program must follow the AAPI instructions for online application. We do require a copy of a redacted psychological report.

The internship is a one-year, full-time program. Interns without strong skills in psychotherapy, psychological assessment, and report writing are discouraged from applying. If individuals are not skilled in psychological assessment and report writing, our internship would not be a good fit.

The application deadline is November 15. After the applications are reviewed, we decide whether to invite someone for an interview. By December 15, we will have informed all applicants whether they have been selected to interview with us.

Those invited to interview at LHS/CLS will be provided three to five dates from which to choose. The visit will include a presentation by staff to the visiting intern applicants that provides an overview of the internship program. The visit will also include a question and answer period, a tour of LHS/CLS, an interview with one, or more, internship faculty members, and an opportunity to meet with the Director of Psychology Training and the current interns in the program. Phone interviews are granted for individuals who are not able to attend one of the offered interview dates.

The State of Wisconsin is an affirmative action and equal opportunity employer. Minorities, women, and individuals with disabilities are strongly encouraged to apply to this internship program. This internship abides by all APPIC policies including that no person at this facility will solicit, accept, or use any ranking-related information regarding any intern applicant prior to the Uniform Notification Day.

The following is the link to the Division of Juvenile Corrections Website, which provides additional information regarding the institution, the Department of Corrections, and the Division of Juvenile corrections:

<http://doc.wi.gov/Families-Visitors/Juvenile-Services>

*For additional information please contact:*

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